



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

larly used in the school for composition work. It will hardly be profitable to try the plan with a grade lower than the third. The age and sex of the child are required for each paper. It will be better not to say anything to the pupils about this. As a rule they will put on the name anyhow. The teacher can in a few moments add age and sex in each case. The name will usually show the latter. Do not let the children know they are being studied. Do not tell them that thousands of other children are being asked the same questions. The work to be done is very simple. All the pupils are to write a composition in answer to the following questions:

1. What books have you read since school began last September?
2. Which one of these did you like best?
3. Why did you like that book?
4. What book have you ever read that you liked better?
5. What book have you ever read that you did not like?
6. Why did you not like it?
7. If you were given money to buy a book you have never read, what book would you buy?

The papers should not be corrected by the teachers, further than to add, where necessary, age and sex. The name is of no consequence, and it is not necessary to add it in cases where it has been omitted. The request is made that all papers be sent to Professor C. H. Thurber, University of Chicago, Chicago, Ills. The Department of Pedagogy wishes to compile the results. Teachers and other adults are requested to answer the questions as well as they can from memory, for some date in early life. Kindly forward reminiscences to the address given above. Copies of this syllabus can be obtained gratis by addressing Professor C. H. Thurber, University of Chicago, Chicago, Ill.

CURRENT EDUCATIONAL LITERATURE

REVIVAL OF THE OLYMPIAN GAMES. *North American Review*, March 1896.

HOUSEHOLD ECONOMICS AS A UNIVERSITY MOVEMENT. By HELEN CAMPBELL, *Review of Reviews*, March 1896.

THE YOUNG DRAUGHTSMAN. By JAMES SULLY. *Popular Science Monthly*, February 1896.

A discussion of the drawings of young children,

THE BEST THING COLLEGE DOES FOR A MAN. By CHARLES F. THWING, *Forum*, March 1896.

WHATEVER may be in store for the American college as the predecessor of the American university, it can never cease to be an agency for the training of a man in the great business of living. It enriches his life; it deepens and

broadens his view of truth; it ennobles his aims; it strengthens his choice of the right; it clarifies his vision of, and his love of, the beautiful. The college pours oil into the lamp of character and makes its light more radiant and more lasting. When these functions are lost, if they ever be lost, they must be assumed by some other power. For, so long as the race continues, so long are its members to be trained to think, to judge, to reason, to act with independence and with justice, to work laboriously, and to be large and true and noble men. These qualities represent the best thing which a college can do for its students.

TWO WAYS OF TEACHING ENGLISH. *The Century*, March 1896.

THERE are really only two things the successful teacher needs to have—knowledge of his subject-matter and knowledge of his pupils. The first of these can be gained only by study, the second only by experience. The man who has never been a real child himself cannot effectively teach children, and he who does not know by experience the warm-hearted, exuberant-gaiety of school and college boys cannot successfully teach them. Furthermore, the teacher who spends more time on the method of teaching literature than on literature itself is sure to come to grief. Greatest of all forces is the personality of the instructor; nothing in teaching is so effective as this; nothing is so instantly recognized and responded to by pupils; and nothing is more neglected by those who insist that teaching is a science rather than an art. After hearing a convention of very serious pedagogues discuss educational methods, in which they use all sorts of technical phraseology, one feels like applying Gladstone's cablegram, "Only common sense required."

THE BEST THING IN THE WORLD. By CHARLES H. PARKHURST. *Ladies Home Journal*, March 1896.

DR. PARKHURST, in this article to young men, writes very forcibly upon the necessity of physical development as a requisite for proper mental growth—the development of the body and mind—and says relative to college athletics: ". . . It is, therefore, encouraging that our schools and colleges are making physical culture obligatory; and the encouragement lies less in what such institutions have already done in the way of cultivating the body than it does in their making it part of the academic confession of faith that a man can never altogether get over being an animal, that there is no inconsistency between intelligence and dust, and that the more a man wants to make of himself in the upper strata of human possibility the more careful he must be to keep in wholesome condition of repair the platform of tissue and blood corpuscle, into which, as so much bud into so much stock, later unfoldings are inseparably knit. I should be sorry to have this interpreted as an approval of all or nearly all of what passes under the name of college athletics. It is one thing

to train the body for the sake of the man, and it is another thing to train the body for the sake of the body. I regret that there is so much tendency among college authorities to shape the physical curriculum to the end of producing physical experts—football, baseball, rowing-match professionals. That kind of a thing is a craze at present, and it is a pity that among our college presidents and professors so many have so far succumbed to the mania as to be willing to endorse it as a form of advertisement and as a drawing card."

EDUCATIONAL VALUES IN THE ELEMENTARY SCHOOL. BY M. V. O'SHEA.
Popular Science Monthly, March 1896.

THE old theory that the school should cultivate the senses, the memory and the reasoning powers of pupils, means nothing as a matter of pure discipline; in the light of modern psychology we must understand that the only way to secure this cultivation is in special directions determined by the peculiar nature of the material upon which the mind is exercised. Assuming, then (for it will not be deemed necessary to argue the matter here), that one ideal of our civilization is to have an individual understand himself in relation to his natural environment, so that he may be able to adapt himself to natural laws and turn them to the promotion of his own happiness and welfare, it follows that the study of natural law, the method of adapting one's self to it, and the industries that are based upon an adequate comprehension of it, should form an important part of school work; and it is some such argument that has introduced Nature-study into many elementary schools, giving it a prominent place there. In like manner, if it is desirable for one to be able to adjust himself in the best way possible to his social environment, he should study the organization of society, and the ethical and material conditions upon which his own and others' welfare and advancement depend. These considerations have been at the bottom of changes in the school curriculum, and are now at work in the endeavor to introduce still further improvements, as many educators think.

At all events, the old idea of formal discipline is gradually losing the breath of life, and we can think no better of it than that the sooner it releases its hold upon those who make school curricula, the sooner will the material of instruction be more nearly adapted to prepare the individual for his needs in after life.

THE FUNCTION OF PUBLIC EDUCATION. *North American Review*, January 1896.

THE most ardent advocates of higher education by the state do not put the ground of their request upon charity. Neither does the state undertake education to give culture or polish to a number of the citizens; if so, it becomes a form of socialism, and, to be consistent, other good things should likewise

be furnished. Where shall we draw the line? It would be much better for the state to furnish hygienic houses and apartments to the people at a moderate rental, than to offer the advantages of a higher education. The former is actually done by most of the large cities of Great Britain. In any scheme of advancing socialism, higher education should be the last thing attempted. As at present constituted, the state does not educate with socialistic ideas and motives. Why, then, *does* the state educate? To preserve itself. How far should the state educate? Simply to the point necessary for its preservation. *The underlying principle of state education is state preservation.* The moment we leave the principle of necessity, we are on uncertain and debatable ground. It does not require much discussion to determine the simple and fundamental branches of education that the state should teach in order to protect itself against gross ignorance and inefficiency. Reading, writing, figuring and a knowledge of the country's history should be most thoroughly taught. With this could be combined an education of the hand as well as of the head, the first rudiments of training having been started in the kindergarten. All appliances for teaching the fundamentals of education should be most modern and complete, and carried on under the best hygienic surroundings. The absence of any attempt to cope with the higher and more ornamental branches would leave sufficient time and money to lay a proper ground-work in every child's case, even the most backward and unpromising one. The importance of primary education is now universally recognized, as it is, directly or indirectly, made compulsory in all civilized countries. When, however, the state attempts to carry education along higher lines, the temptation to neglect the humble primary branches in the interest of the upper and more showy grades, becomes apparently impossible to resist. This tendency is nowhere more glaringly exhibited than in New York, where public education is poor and incomplete in the primary and fundamental parts, but elaborate in the higher and non-essential grades. We have two well equipped colleges with many courses, and numerous grammar schools on the one hand; on the other, primary schools without proper appliances for either health or education, overcrowded and unable to accommodate many of the children who apply for even this poor modicum of instruction. The great majority of the children of New York who are educated at the city's expense never get beyond the primary grades, as they have to begin to earn their living at from twelve to fourteen years of age. A conservative estimate places the number of children who cannot be accommodated for want of room at the public schools, at fifty thousand, the great majority of whom are candidates for the primary grades. Poor as it is, the fundamentals of education are thus denied to a large number of children who need much training. Many of these children are of foreign parentage, and are thus in danger of growing up in ignorance of our laws and institutions, unless the state educates them, as a measure for its own protection. [Needless to say, the above is, we believe, written

from the narrowest standpoint, and fails utterly to grasp the real function of the high school and academy in the state. But it is a clear statement of an argument against which we must perennially take up arms.—EDITOR.]

PROFESSIONALISM IN SCHOOL SPORTS. By CASPAR W. WHITNEY. *Harper's Weekly*, January 15, 1896.

THE tendency toward professionalism in athletics and the distortion of the true interpretation of amateurism are not by any means restricted to colleges and athletic clubs. I find a great many of the larger schools are pretty well inoculated too. Not the majority of the schools, of course, any more than the majority of the colleges, but it is a matter for wonder, nevertheless, that the infection should be so widespread. What a boy learns to do and does in school he will pretty surely do in college. If at school he has been taught dishonest methods in sport, he will look upon these methods as the permissible ones to pursue in after life, and he will hold to them as he grows older. The boy is father to the man just as much in sport as in any other branch of endeavor; and if you want a clean river you must have a pure spring. A blunted sense of honesty in youth is repaired with more difficulty than corruption that may unhappily come in later years.

It is the duty of the parents and the guardians, and the instructors of our American boys, therefore, to give earnest attention nowadays to this question of honesty in sport, for if they do not they will in a very few years have to face a situation which in their present-day indifference seems impossible of realization. The development of athletics, of competitive athletics especially, has been so rapid during the past five years that few parents have kept up with it, and fewer have realized what an important factor sport has become in the lives of their sons. Indifference or ignorance of existing conditions is culpable, and amounts to tacit encouragement. In athletics, as in all else, boys will imitate their elders. If the latter devote their efforts to mere winning in sport, and not to sport for its own sake, boys very quickly fall into the same ways, and, being boys, carry their efforts to win far beyond the limits older sinners would often dare overstep. If, on the other hand, the proper influences are brought to bear upon these youngsters, they will leave the schoolhouse for the college and the club with a clean conception of what is right, and a firm intention to carry out the teaching of their boyhoods.

The development of competitive athletics in the schools, as I have said, has progressed rapidly. Boys delight in competition, and sport has furnished them with an unbounded field for exertion. The principals of a great many schools have not been slow to recognize this. Unfortunately the less scrupulous among them soon discovered in it a great opportunity to attract pupils to their institutions. They played upon the desire of prospective athletes to attend that school where the best facilities and the greatest inducements were offered for athletic participation. The next step of the unscrupulous

head-masters was to make capital out of the powess of their pupils, to organize teams, and to enter contestants in games with the object of securing as many prizes and as many banners as possible, for the purpose of advertising their school. Record of these achievements was paraded in the newspapers, and the boy successful on the field of athletics soon found there was plenty of indulgence for him at the blackboard. And from encouraging and promoting participation in athletics, the principals soon took to recruiting. But thereupon the number of the unscrupulous head-masters increased so rapidly that they found the baneful competition necessitated an increase of "inducements." There were more schools with open arms for athletes than there were athletes for the open arms.

[While sympathizing very heartily with Mr. Whitney's plea for honorable sportsmanship in the management of school athletics, THE SCHOOL REVIEW does not for a moment believe that there are many specimens of the unscrupulous principals and head-masters he so appallingly pictures. A tolerably wide acquaintance in this class encourages us to believe and to assure an alarmed public that in this part of his article Mr. Whitney was writing for publication and would not care to be taken seriously. If he is serious he is certainly misinformed.—EDITOR.]

THE CASE OF THE PUBLIC SCHOOLS. By G. STANLEY HALL. *Atlantic Monthly*, March 1896.

PRESIDENT G. STANLEY HALL has been classifying the large number of letters received by the *Atlantic Monthly* in response to their circular of inquiries and makes this emphatic statement regarding the lack of training in teachers:

It is well known that many young men teach as a makeshift for a few years, with no thought of making teaching a life-work. They do so to pay college debts or to get money to study further, or to acquire means for entering one of the other professions. Other statistics have shown that nearly one third of the teachers in many sections of the country change their vocation every year. The fact that so small a fraction of the teachers in the public schools have had any normal or professional training shows, also, how few regard it as a life-work. Of the \$95,000,000 paid for salaries of teachers for 15,000,000 children of this country, a large proportion is thus spent upon untrained and unskilled teachers who have little interest in making their work professional. No business could ever succeed or was ever conducted on such principles, and when we reflect that the "prentice hand" is here tried upon human flesh, blood, and souls, the waste in all these respects is appalling. Those who claim that teaching can be learned only by experience are in part right, but even the school of experience is wretchedly inadequate in this country. Moreover, on the whole, it is the best teachers who leave. It is only when a teacher has mastered the details of government and method that good work can be done.

Another evil is attacked as follows :

(1) Nowhere has there ever been, to my knowledge, so clear and forceful a presentation of the evils of subjecting schools to political officers who are nearly lowest in the scale of political preferment. It is worst of all when not only city and state superintendents, but even normal school principals must look to politics for a continuance in office. As long as this lasts appointment cannot be wisely made, tenure is not by merit, and the value to the community of every dollar of school money is greatly depreciated. The moral influence of such a system is wholly bad not only upon the community, but on every part of school work and on every person connected with it. It hurts the pupils most of all. The difference between a good and a fairly good teacher, to say nothing of a bad one, is incalculable, but, like all things of the soul, inappreciable to the general public. There are schools in my city, and other cities in my state, where I should prefer two years of schooling for a child of mine to four years in another school, while the public makes little or no discrimination. The reforms needed, in my judgment, are, that the power of appointment and also of removal be given into competent and responsible hands; that school boards be elected on tickets at large; that with advancement up the grades should go increase of pay, permanence and dignity, but that good teachers in all grades should be paid more than poor teachers in any grade; that there be a great but gradual increase of special teaching as pupils pass up the grades; that the selection of text-books be placed in expert and uncorruptible hands; and finally, that the functions of formal examinations be greatly reduced.

In connection with the pay of teachers and the ratio of men and women teachers (see Dr. Nightingale's articles in February and March numbers of *THE SCHOOL REVIEW*) Dr. Hall also makes an important contribution :

Mr. Hewes has shown that the average salary of the American teacher, counting fifty-two weeks to the year, is \$5.67 per week for such male teachers as remain in the ranks, and \$4.67 for female teachers. "As a partial index of the disposition of our population to our public school system" this is not reassuring. The highest average salary, according to the Report of the Commissioner of Education, is \$1181 per year in Massachusetts, and the lowest \$213 per year in North Carolina. "The average pay of teachers in our public schools furnishes them with the sum of \$5 a week for all their expenses." In 1885 salaries were higher than they are now, but in 1889 the average salaries of American teachers were lower, so that, on the whole, we are just now improving. The \$95,000,000 spent in this country for teachers in the public schools every year must be divided among 368,000 teachers—more than twice as many as in any other country of the world.

Although these figures take no account of the fact that many rural teachers are engaged in other vocations a large part of the year, they are appalling enough. And the reason for the displacement of male by female teachers

until in many parts of the country the former seem doomed to extinction, is apparent. At present, the American school system as a whole owes its high quality in no small measure to the noble character, enthusiasm and devotion of women who make teaching not only a means of livelihood, but in addition thereto a mission service of love for their work and for children. To increase this love is to increase the best part of their service, and to diminish it is to degrade it to mere drudgery and routine. As the culture of women gradually rises, it becomes more and more evident how unjust have been the discriminations against them in this field, where in higher and higher grades of school work their services are becoming no less valuable than men's.

FOREIGN NOTES.

CONDUCTED BY F. H. HOWARD

THE *Librarie Générale* de Ad. Hoste, of Ghent, are just issuing a second edition, revised and enlarged, of Félix Dauge's *Cours de Methodologie Mathématique*. The first edition, issued in lithograph form in 1883, was so excellent that this revision will be welcomed by all teachers of secondary and higher mathematics.

D. E. S.

THE *Educator* (Doshi Kyoiku), Tokyo, Japan, has an English Department, from which we quote the following by G. Makisé, as not unworthy pedagogy: "In the Middle Schools of Prussia, the English Language is taught from text-books specially written in German and not from those written in English, because what is written in their own language can be easily understood and recited. Text books in foreign languages must be made with due regard to our own language and to our nationality. Readers published in foreign countries for the sake of boys born to those languages or for the propagation of principles of liberty, equality, or self-love should not be used without any change by our boys. In this respect the educational department of Russia seems to take the best care. To divide the teaching of a foreign language among many teachers and devote, *e. g.*, one man to reading, one to spelling, one to dictation, one to conversation, etc., and to use different text-books in these branches is not the way to secure unity in teaching or to economize time. The teaching of a foreign language should be done, if possible, by one teacher having charge of one class, and reading, spelling, dictation, conversation, etc., should be taught together within a certain number of hours. The lowest class should specially follow this system."

CLERICAL Control in English Schools.—Meanwhile the multiplied minor teaching institutions of all grades, though they have in the majority of cases passed into the hands of laymen, still, in considerable measure, and especially throughout their higher grades, retain a clerical character. The public schools in general are governed by ecclesiastics; and most of the masters are, if not in orders, preparing to take orders. Moreover, a large proportion of the private schools throughout the kingdom to which the wealthier classes